R E P O R T R E S U M E S

ED 015 734 JC 670 885

GUIDELINES FOR HOSPITALITY EDUCATION IN JUNIOR COLLEGES, A MANUAL FOR THE ESTABLISHMENT OF PROGRAMS FOR CAREERS IN THE HOTEL-MOTEL, RESTAURANT, AND INSTITUTIONAL INDUSTRIES.

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PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.40 58P.

DESCRIPTORS- *JUNIOR COLLEGES, *FOOD SERVICE OCCUPATIONS, *COOKS, *CURRICULUM PLANNING, *OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION, HOTELS, SUPERVISORY TRAINING, MANAGEMENT EDUCATION,

THIS REPORT DISCUSSES JUNIOR COLLEGE PROGRAMS TO MEET THE NEEDS OF STUDENTS AND INDUSTRY. THE STUDENTS RECEIVE BOTH EDUCATION AND TRAINING, WHILE INDUSTRY RECEIVES COMPETENT EMPLOYEES. BEFORE DEVELOPING THIS OCCUPATIONAL PROGRAM, THE COLLEGE SHOULD SURVEY LOCAL INDUSTRY NEEDS, OPPORTUNITIES FOR ON-THE-JOB TRAINING, POSSIBILITIES OF PART-TIME WORK FOR NEEDY STUDENTS, AND AVAILABILITY OF INSTRUCTORS AND ADVISORS FROM INDUSTRY, TRADE ASSOCIATIONS, AND UNIONS. IF THE SURVEY SHOWS THE PROGRAM TO BE FEASIBLE, AN ADVISORY COMMITTEE SHOULD BE FORMED TO (1) INFORM THE COLLEGE OF INDUSTRY'S PRESENT AND CHANGING NEEDS, (2) HELP SELECT AND COUNSEL STUDENTS, (3) ASSIST IN JOB PLACEMENT BEFORE AND AFTER GRADUATION, (4) ASSIST THE SCHOOL OR THE STUDENT FINANCIALLY, (5) RECOMMEND ESSENTIAL CURRICULUM CONTENT, (6) PROVIDE OR HELP TO RECRUIT FACULTY, AND (7) HELP TO PUBLICIZE THE PROGRAM. THE REPORT COMMENTS ON THE CHOICE OF THE COLLEGE ADMINISTRATOR AND FACULTY AND THEIR RESPONSIBILITIES TO THE STUDENT, THE INDUSTRY, AND THE COLLEGE ITSELF. IT OFFERS EXAMPLES OF WORKABLE CURRICULA FOR 1-YEAR CERTIFICATE AND 2-YEAR DEGREE PROGRAMS AND FOR TRANSFER TO A 4-YEAR COLLEGE FOR ADVANCED WORK IN THE SAME FIELD. SECTIONS ARE ALSO DEVOTED TO EQUIPMENT AND FACILITY PLANNING, PUBLIC RELATIONS, PROGRAM FUNDING, PROGRAM EVALUATION, AND ORGANIZATIONS AND ASSOCIATIONS. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.50 FROM AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HH)

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GUIDELINES

UNIVERSITY OF CALIF.
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OCT 12 1967

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FOR HOSPITALITY EDUCATION IN JUNIOR COLLEGES

/RICHARD L. ALMARODE

A MANUAL FOR THE ESTABLISHMENT OF PROGRAMS FOR CAREERS IN THE HOTEL-MOTEL, RESTAURANT, AND INSTITUTIONAL INDUSTRIES

JC 670 885

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1315 Sixteenth Street, N.W.
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Printed in U.S.A.

FOREWORD

This publication was developed by the Occupational Education Project of the American Association of Junior Colleges. The project represents the association's efforts to provide guidance for those junior colleges presently involved in the development of occupational education curriculums. *Launching Hospitality Education in Community Junior Colleges* aims at providing guidelines and advice for the establishment of hotel-motel, restaurant, and institutional educational programs.

The author, Richard L. Almarode, is a consultant in the field of hospitality education and has played a major role in the development of the numerous hospitality programs in Florida's junior colleges. At the time he wrote this report Mr. Almarode was serving on the staff of Florida State University as coordinator of Florida's Hospitality

Education Program. He is presently serving as director of teacher education for the American Hotel and Motel Education Institute of the American Hotel and Motel Association.

This booklet was developed with the assistance of a national advisory committee composed of representatives from education and industry. In addition to Mr. Almarode, members of the committee were:

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This publication was made possible through financial support from the W. K. Kellogg Foundation.

September 1, 1967

Douglas W. Burris
Los Rios Junior College District

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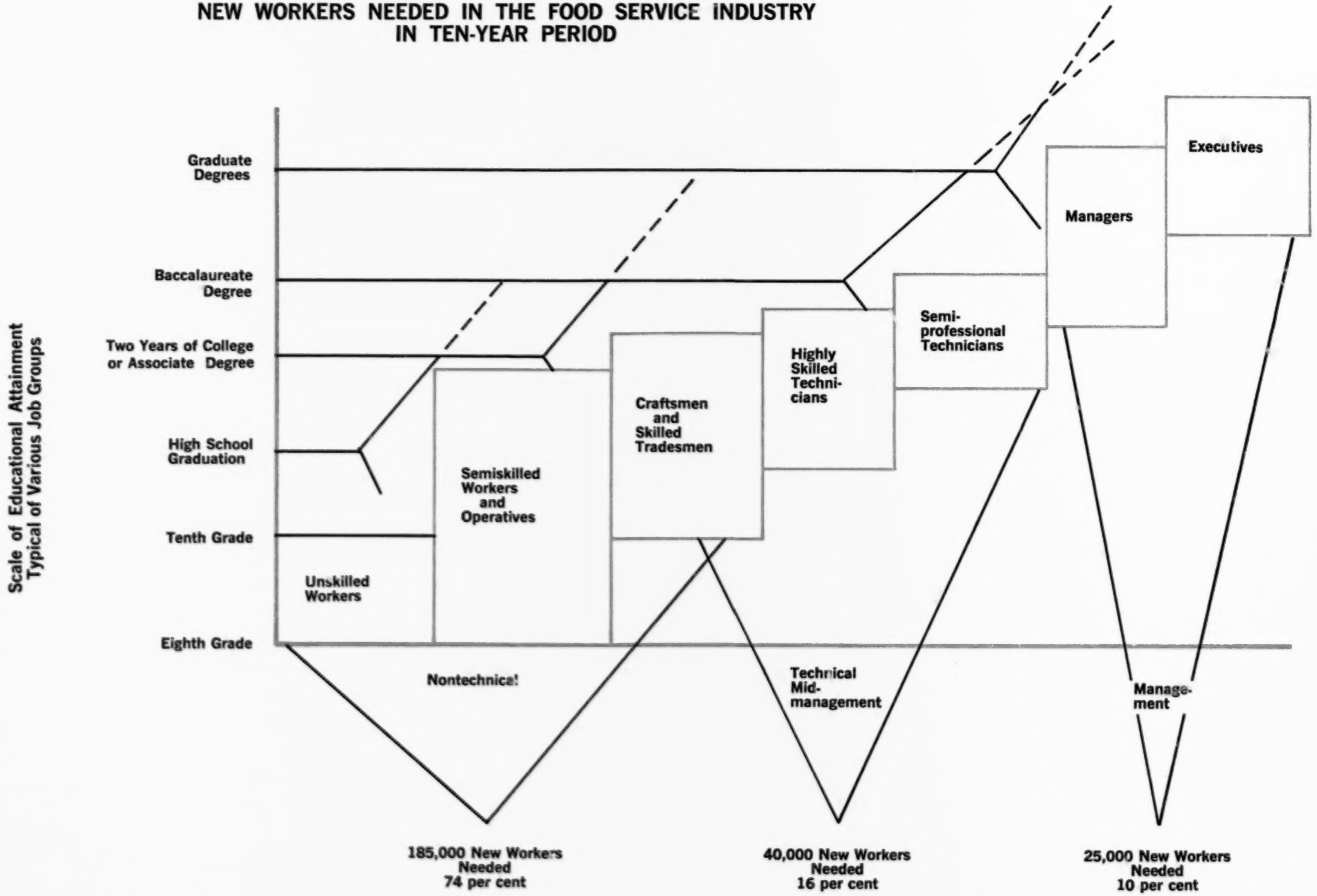
EDUCATIONAL NEEDS OF THE HOTEL-MOTEL, RESTAURANT, INSTITUTIONAL INDUSTRIES

These guidelines have been developed for the use of community junior colleges. Community colleges throughout the country are a key source in meeting the national manpower problem of the hospitality industry. It is hoped these guidelines will be of assistance to educators preparing the youth of the nation for successful careers in this vital industry.

The hospitality industry is a vast and expanding one. During the past two decades the need for trained personnel to work in hotels, motels, food service operations, and institutions has been increasing at a tremendous rate. Evidence of this need for trained personnel has been recognized by the industry through national trade associations. Their educational programs have been accelerated and state associations have given a renewed attention to education. Keynote addresses at state and national meetings of leading industry personnel have emphasized the need for more educational programs in this field and thus more trained personnel.

In a paper delivered at a national meeting emphasizing education for the industry by Henry A. Montague, chairman of the board of Greyhound Food Management, Inc., and past president of the National Restaurant Association, it was estimated that 250,000 new workers will be needed in the food service industry each year for the ten-year period between 1967-1977. The following chart shows the percentage of these workers in each category of employment.

NEW WORKERS NEEDED IN THE FOOD SERVICE INDUSTRY IN TEN-YEAR PERIOD



In a paper delivered before the 1966 annual meeting of the Council on Hotel, Restaurant, and Institutional Education, Arno H. Johnson, vice-president and senior economist of the J. Walter Thompson Company, estimated that the annual $23 billion volume of business in the food service industry in 1966 would more than double by 1977. It should be noted that these predictions are for the public for profit (commercial) operations in the food service industry only. To this market should be added the tremendous market that is developing in the private segments of the food service industry and the increase predicted in the lodging or accommodations industry.

The hospitality industry has been and still is in the throes of a major transition. Nationally this is evidenced by the growth of expressway and downtown motor hotels replacing downtown hotels and roadside tourist courts. This transitional period indicates that the entire hospitality industry is on the threshold of a whole new era.

The convention and group business market has been developing beyond expectations. Air transportation as well as the rapidly expanding interstate systems have created the demand for many new public hospitality accommodations. Foreign travel in the United States and abroad has reached an all time high. Predictions are that it will continue to grow at a record-breaking pace. National and international chain and franchise organizations in the public hospitality industry are expanding as rapidly as the availability of trained personnel will allow.

Another segment of the industry is also growing at a record-breaking pace. Institutional housing for students, homes for the aged, nursing and convalescent homes, hospitals, retirement houses and developments, in-plant and institutional feeding, and catering for airline passengers are but a few of the opportunities in this segment of the industry. All areas of the hospitality industry need qualified and trained employees.

Yet surveys indicate that the potential hospitality market has hardly been tapped. Over 50 per cent of our population has never spent a night in a hotel or motel. Transportation companies' expansion programs are unprecedented. Leisure time for all Americans will increasingly make travel and away-from-home dining more popular and possible.

HOSPITALITY EDUCATION PROGRAM IN A COMMUNITY COLLEGE

2

Hospitality education at the community college is a program of occupational instruction designed to develop and increase competencies in the semiskilled, skilled, and mid-management level in the hotel-motel, restaurant, and institutional field. The program of instruction should be a flexible one that meets the needs of the students as well as the needs of the hospitality industry in the community.

A community college considering courses or a program of instruction in hospitality education will be concerned with various types of courses and programs. The following chart illustrates possible types of programs and their objectives.

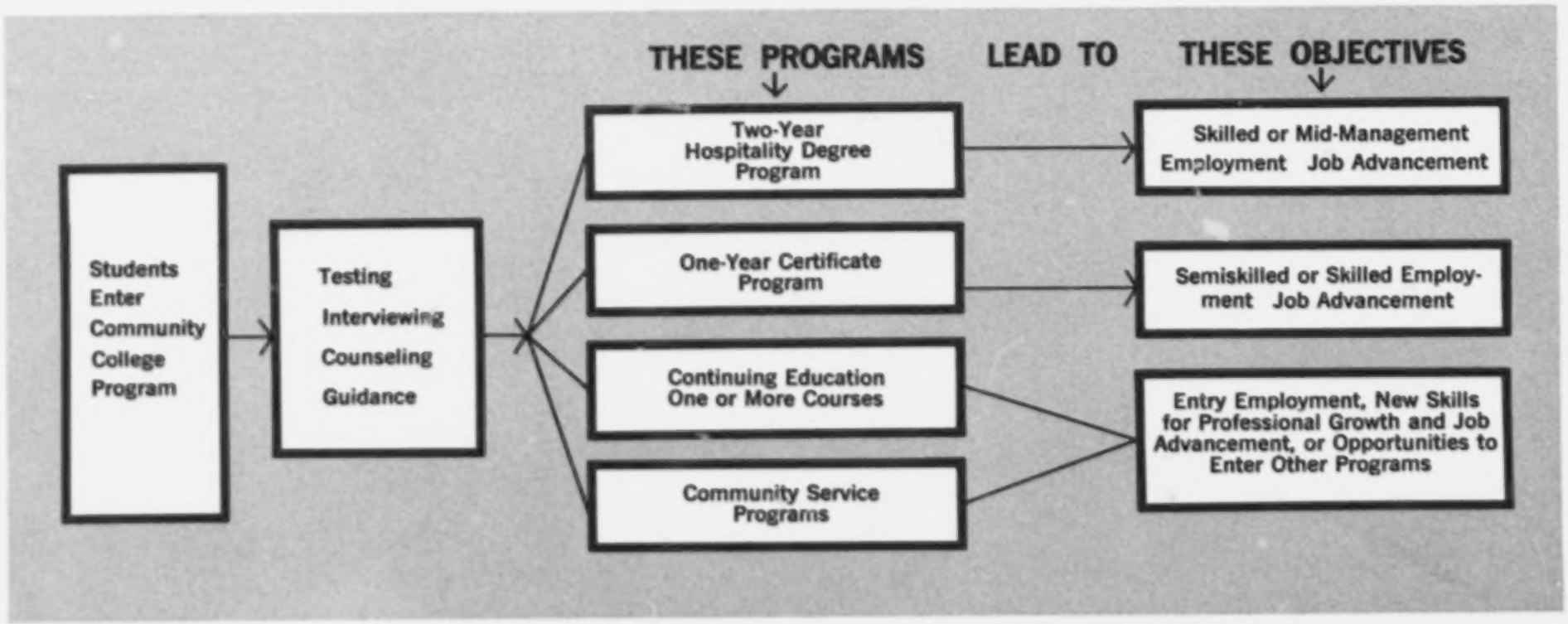
A community college with a comprehensive philosophy will be flexible in its program or course offerings in order to provide maximum benefits to the community and students it serves. The needs of the students, and the industry will determine the objectives and types of program offered. In any educational institution the primary objective is to develop and enrich the student. In an occupational program the secondary objective is to serve the industry for which the program is designed.

These objectives include:

1. Development of competencies in students which will enable them to gain entry jobs in the hospitality industry
2. Provision of skills including on-the-job experience which will enable students to enter supervisory type jobs.
3. Provision for instruction that will enable students or employees to advance to higher positions through improved skills, attitudes, and information
4. Offering of community service programs of enrichment and inspiration to all areas of employed personnel in the hospitality industry.

Community service programs should be specifically patterned to meet the day-to-day needs of the industry and the community. Conceivably they could be structured as a one-day seminar, a thirty-hour short course, a workshop or any other type of educational venture that would upgrade present personnel in the hospitality industry.

Any or all of the above mentioned types of programs would be part of the community college's total educational opportunity to serve the hospitality industry.



COMMUNITY SURVEY OF INDUSTRY NEEDS

During the initial stages of considering and developing any occupational program the community junior college should have some strong indications of the industry educational needs and demand for graduates. This survey may be developed by administrative personnel in the community college responsible for new program development or it may be accomplished through interested industry associations or advisers. A professional survey specialist may be employed as a consultant for this purpose. Generally the community survey is used as a basis for program need and development. The department head and faculty members should expand any preliminary survey developed to include all of the areas of the lodging and feeding industry.

The survey or interest indicator should include industry employment statistics of the locale. This information is generally available through the state or regional employment service. Usually state employment agencies have personnel available to conduct employment surveys. The survey should include business statistics or a business census of the hospitality industry in the area served by the community college. State or area trade associations usually have such information and are helpful in making it available. Various businesses or development agencies of state governments will also be cooperative.

In addition to the above information the community college should have the following data to determine the scope and nature of the program to be offered:

1. Job opportunities for graduates of the program, indicated, to some extent, by the annual turnover of persons employed in mid-management and other positions
2. Cooperative work experience (on-the-job or internship training) opportunities available in the community for placement of students
3. Identification of part-time teachers, guest lecturers, or field trip opportunities in the industry
4. Identification of potential members of an industry advisory committee
5. Indication of the number of potential part-time or full-time students who are already employed in the industry but need or desire additional occupational education
6. Identification of curriculum needs; comments made by managers, owners, personnel directors, and others in the industry will help determine types of programs and course offerings the community college should provide.

The comprehensive community survey should be a continuing activity of the community junior college. Each week, time should be allotted for new industry contacts to gather additional information and to further explain the program to industry members. The survey should be informal, however, and the hospitality education department should keep a complete and up-to-date record of industry information. Essentially the entire program should be based on the interest of the industry in providing training and placement opportunities.

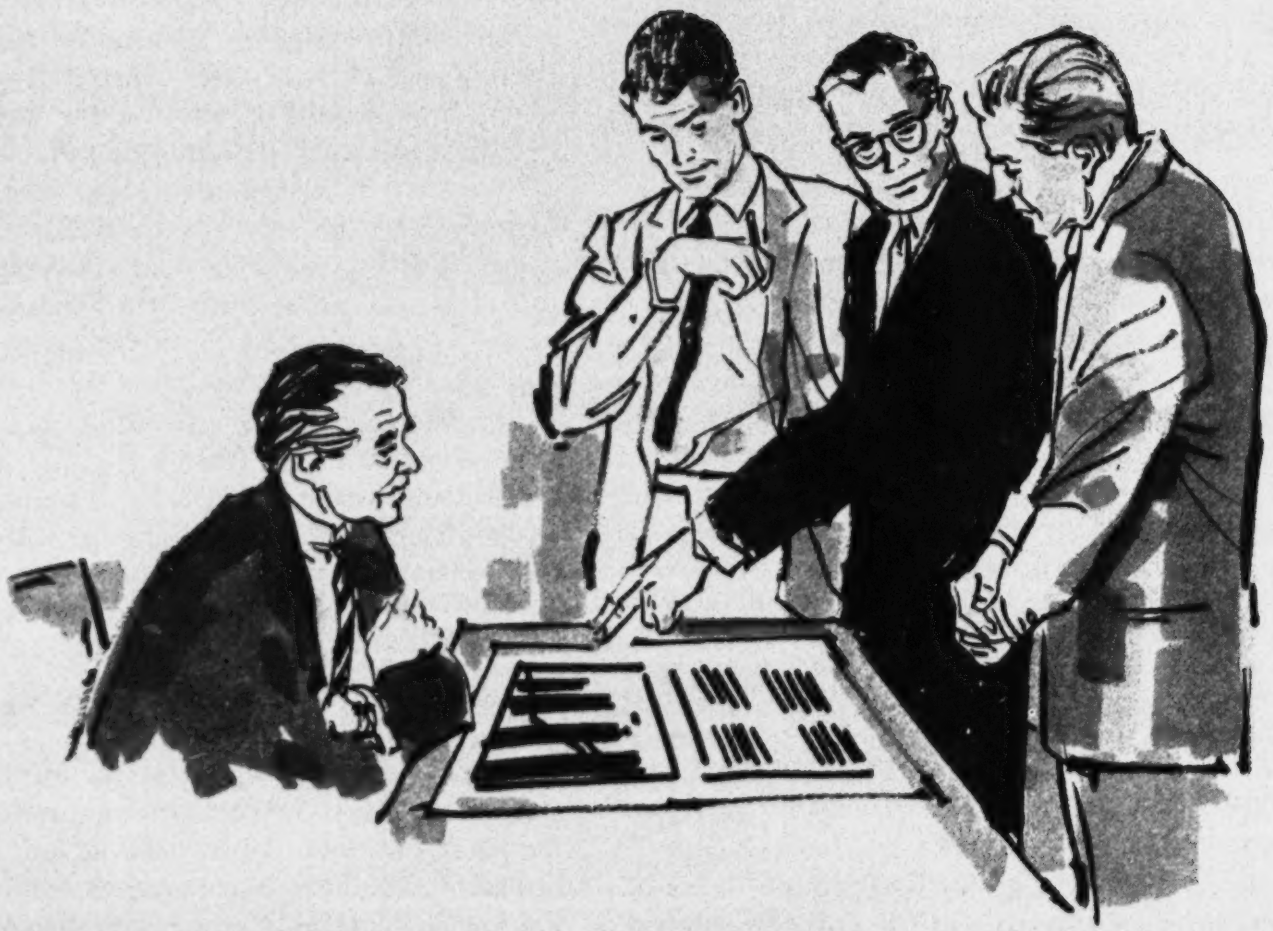
Personal contact by the staff member or a professional survey specialist is considered the best way of gathering industry information. Local and state trade and professional associations, as well as local chambers of commerce, are cooperative in making membership lists available for the survey. The survey, however, should not be confined to association membership lists only.

Community college administrators are cautioned to provide adequate staff time for hospitality education program development. A comprehensive survey of an industry in the community is recognized justification. General comments from one trade association, or from one or two industry members alone should not be the basis for establishing a hospitality education program.

The headquarters of the American Association of Junior Colleges has samples of area occupational surveys which are available to those interested in additional information.

INDUSTRY ADVISORY COMMITTEES

4



The community junior college serves a community and is, in turn, supported by that community. The college and the community must work closely together. An industry advisory committee for a particular area of instruction provides a necessary communication link between the junior college and the industry it serves.

A hotel-motel, restaurant, and institutional program in a community college reflects many types of businesses. An advisory committee can and must function as a vehicle through which the needs and interests of these businesses are made known. If these community interests are considered and served, the advisory committee bridges the gap between the community college and various segments of the hospitality industry. The United States Office of Education, the American Vocational Association, the American Association of Junior Colleges, and state departments of education all recognize that advisory committees are essential to an efficient and effective occupational education program.

Selection of Committee Members

There is no one best formula for the selection or number of advisory committee members. Some community colleges have appointed up to fifteen members. Others have felt that a small group of seven or eight is more effective. Usually advisory committee members are appointed by the president or administrative officer upon recommendation of

the dean and/or department head of the occupational area under consideration.

To insure a functioning committee, members should be selected from representative organizations and industry groups within the area to be served. Consideration should be given to the diversified experience of the members, including representation from large and small operations, and from motels, hotels, and restaurants, as well as hospitals and other private and public institutions associated with the industry.

Committee members should represent a broad segment of both the public and private phases of the lodging and culinary industries in the community. Labor unions concerned with hotel, motel, and food service operations should be given representation. Representatives of local trade associations should also be on the committee. A list of these trade associations appears in Section XII.

Selection of advisory committee members should be based on experience, interest, and character. Members should be, at the time of appointment, affiliated with some phase of the hospitality industry and should be people of integrity, keen mind, and unselfish spirit. They should be responsible, civic-minded, and willing to make time available for periodic committee meetings.

The Operation of an Advisory Committee

The junior college should appoint an advisory committee as soon as it has determined that a program in hotel-motel, restaurant, and institutional education is to be considered. A meeting of the committee should be called soon after appointments are made and accepted by the members. The president of the community college or the dean should introduce each member and explain the responsibilities of an advisory committee, and point out that the function of the advisory committee is to advise. These committees are

not intended in any way to usurp prerogatives of the board of trustees or of local administrative staffs. They have no authority to delegate or to legislate.

It is recommended that the advisory committee elect its own chairman as soon as feasible. Co-chairman and subcommittee chairman may be selected by the committee at a later date. The curriculum director or other administrative persons may act as secretary or ex-officio member of the committee. This administrator must remember he is requesting, and not giving advice.

Some functions of the advisory committee are as follows:

1. To advise the college administration on the educational needs of the industry in the area

2. To keep the college abreast of changing needs and interests of the industry thereby enabling the college effectively to mold and develop a professional program for the hotel-motel, restaurant, and institutional industry

3. To recommend student applications for the hospitality program on the basis of qualifications required by the industry

4. To assist the program director in obtaining on-the-job placement opportunities as well as jobs for graduates

5. To work with the college in suggesting or providing private financial assistance in the form of equipment, facilities, supplies, scholarships, etc.

6. To recommend and suggest the curriculums needed to serve the industry

7. To help recruit faculty

8. To aid in bringing the hospitality education program to the attention of the community

9. To participate in career counseling.

The public relations value of the advisory committee cannot be overemphasized. An advisory committee is proof that the community college exists to serve the community and that it utilizes the help of the industry it serves. Well-informed advisory committee members who are enthusiastic about the hospitality program will help in influencing budgets and in securing trade association support in local and state public school legislation.

Matters concerning industry's financial support for a hospitality education program are often channeled through the advisory committee. Regional, state, and national foundations interested in all aspects of occupational programs are concerned with the participation and interest of local industry members in the development and support of these programs.

The secretary of the advisory committee should have the responsibility of preparing an agenda for committee meetings, keeping the committee-meeting minutes, and of following up on advice offered by the committee. The committee should meet frequently as the program is under development and later as often as necessary, as determined by the chairman and the community college representative. Usually committee members are appointed on a rotating basis, therefore, the college representative should be ready to suggest new or replacement members to the committee.

The following publications offer further suggestions in developing industry advisory committees.

1. *Vocational Advisory Committees,* prepared by United States Office of Education and American Vocational Association, and available from American Vocational Association, Washington, D. C.

2. *Organization and Effective Use of Advisory Committees,* prepared by U. S. Department of Health, Education, and Welfare, and available from United States Government Printing Office, Washington, D. C. (Vocational Division Bulletin No. 288, Trade and Industrial Education Series No. 71, OE-85009)

SELECTION AND RESPONSIBILITY OF DEPARTMENT HEAD AND FACULTY

5

The selection of the department head or director of the hotel-motel, restaurant, and institutional programs is a key determinant of the ultimate growth, development and success of the program. The department head should be employed and on the staff as soon as possible after the administration determines that the hospitality program will be a part of the total educational program of the community college. The director should have a part in as much of the organization as possible, including curriculum and facilities planning, student selection, and the recruitment and selection of other faculty members.

Recruitment and Selection

The hospitality industry is the primary source for recruiting a department head or faculty members. There may be persons in the community who have had the required educational background and who have been active in the industry in management positions. For various reasons they may be interested in leaving their operating job to become associated with the community college. In some instances these people make their desires known to the administration. However, in other cases it is necessary for the administration to talk with prominent industry members in locating desirable applicants. If the advisory committee is selected prior to the time of appointing a department head, the members may be a source of applicants. The advisory committee members themselves, because their selection is based on their knowledge of and interest in the industry and their concern for developing an educational program, may be used to recruit a department head and other faculty members. The committee members will have knowledge of others in the community who are qualified and who may be interested in joining the community college faculty.

Universities or colleges offering a baccalaureate degree program in hotel, restaurant, or institutional management are also another source of faculty recruitment. Several offer graduate programs with emphasis on hospitality education and maintain a placement service for graduates. A listing of these colleges and universities may be obtained by writing to the Council on Hotel, Restaurant, and Institutional Education, Statler Hall, Cornell University, Ithaca, New York 14850.

Through its monthly newsletter the Council on Hotel, Restaurant, and Institutional Education lists opportunities available as well as applicants desiring teaching positions in the hotel, restaurant, and institutional field.

Local, state, and national trade associations have frequent contact with industry personnel desiring to change their employment. Executives with these associations should be alerted to teaching opportunities available and qualifications needed for these positions.

The American Association of Junior Colleges, the American Vocational Association, and many state or local vocational associations receive requests from members or teachers interested in relocating or who are knowledgeable about new opportunities in the hotel, restaurant, and institutional teaching field. Educational associations or state departments of education with occupational education divisions are in touch with other schools and teachers and may refer applicants to openings available.

Selection and Qualifications of Department Head

Job requirements or qualifications vary from one community college to another depending upon local or state regulations and the job descriptions of the individual position. Qualifications may also be determined by the administration in the community college.

Following are some suggested qualifications for a department head with some teaching responsibility:

1. A bachelor's degree in hotel-motel, restaurant, and institutional field with a master's degree or its equivalent preferred
2. Occupational experience in the industry
3. Desirable personal traits.

The department head in the hospitality program will play numerous roles in the performance of his responsibilities including that of teacher, counselor, public relations director, and liaison coordinator for the junior college program with the industry. An interest in and total concern for the needs and improvements of the industry is imperative. Qualities which will enable him to work with college administrators, advisory committees, employers, unions, and civic organizations should be considered. His enthusiasm and interest in the industry and the student must be prime requisites for employment.

Qualifications of Teaching Faculty

The qualifications for teaching faculty may not be as rigid as those necessary for a department head, but above all, the instructor must be competent in the subject area. Depending upon the skill or subject area taught, varying years of industry experience or formal education may provide the competencies needed. State laws differ widely in years of industry experience needed as well as formal education. Various types of teaching certificates are issued according to qualifications. Many local school systems, in cooperation with state departments of education, offer courses in vocational or occupational teaching methods or an in-service training program for full or part-time occupational instructors.

Administrators must not overlook the possibility of using part-time instructors from the industry. For various reasons fully qualified persons may be interested in teaching one or two courses, and later may choose to teach on a full-time basis.

Responsibilities of the Faculty of the Hotel-Motel, Restaurant, and Institutional Programs

The director and faculty have a threefold responsibility: to the students, to the industry, and to the community college.

1. **Responsibilities to the student:**

   To offer occupational guidance to the entering student

   To provide continued educational and career guidance, and follow-up after graduation

   To develop through the curriculum offerings the necessary competencies in business and human relations to insure success in the industry

   To meet the occupational needs of the student through technical knowledge and progressive training experiences

   To aid the student during and after his formal training and employment in further educational development

   To encourage the concept of continual education through both formal and informal instruction

   To give students periodic evaluations of their classroom, laboratory, and on-the-job progress

   To meet the leadership and social needs of the student by encouraging general education courses and cocurricular activities.

2. **Responsibilities to the industry:**

   To acquaint the industry and cooperating employers with their responsibility for cooperative work experience (on-the-job training)

   To offer to the industry the best possible candidates to meet their employment needs

   To keep the industry informed of school services available

   To provide assistance in evaluating students' progress on-the-job

   To offer programs of continuing education to the industry

   To offer advice and assistance in industry operation when solicited

   To participate actively in industry, trade, and professional organizations.

3. **Responsibilities to the community junior college:**

   To conduct necessary occupational needs surveys or research

   To insure that the curriculum reflects the current needs of the industry

   To inform and work with the counseling and guidance department on mutual problems of occupational education

   To comply with all regulations, reports, etc., necessary for smooth functioning of the hospitality program

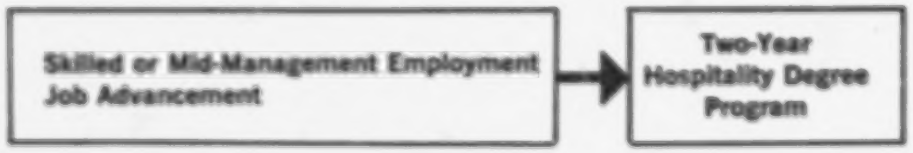
   To keep the administration informed of current happenings in the hospitality industry as they pertain to the educational program

   To conduct a program that is consonant with the philosophy of the institution.

SUGGESTED CURRICULUM PATTERNS

6

Most junior colleges offering occupational programs for the hospitality industries have given first consideration to two-year degree programs. But the resources of these programs can also be utilized for one-year certificate programs as well as continuing education and community service programs. This section will deal with the various types of programs and curriculum patterns involved in each.



Degree Programs

Two-Year Degree Programs

During the past decade several plans for two-year degree programs have evolved in the various community colleges offering hospitality education. It should be stressed, however, that each community college should structure a program that will best meet the needs of the students and the local industry it serves.

Generally a mid-management program is considered a two-year program of either six quarters or four semesters. In some cases community colleges require an additional term or semester of on-the-job experience. The following discussion of the plans gives further explanation of three types of programs: cooperative work experience, in-school laboratory, and the combination plan.

Cooperative Work Experience: This is a two-year (six quarters or four semesters) management program using the industry located in the community for on-the-job or skilled instruction. In this type of program the community college provides technical classroom instruction, related general education, and coordination between on-the-job and classroom training. Students generally follow a cooperative plan of education working part time during their four semesters to gain practical experience. The work experience program may not start until after the student has completed one or two terms or semesters of work. It is generally accepted that students should be granted credit toward an associate degree for their work experience. Any credit given for work experience must be coordinated by the program director and evaluated by the employer, the program director, and the student.

The cooperative method of hospitality training in the community college usually starts in the second or third term. This gives the program coordinator an opportunity to know each student better and to match placement opportunities in the industry with student interest and qualifications. Usually the internship or practicum allows three quarter or semester hours credit per term depending upon hours spent on the job. A one or two-hour seminar each week may also be required of each student enrolled in the practicum or internship program. The employer usually pays the student the prevailing rate for part-time employees in the community.

Total number of hours per quarter or semester of work experience required on the job may vary widely. This will be governed somewhat by industry needs and the ability of the student to maintain his other scholastic work in addition to the internship. An average of fifteen hours per week of on-the-job experience is normally considered adequate for a three credit course during the semester.

Following is an example of an existing food service management program using the internship or cooperative method. Note the internship starts the first term of the second year and the student is given three semester hours for on-the-job training each semester for a total of six credits.

Food Service Management Curriculum

First Year		Second Year	
First Semester		**First Semester**	
Orientation	1	Elements of supervision	3
Social science	3	Advanced food preparation	3
English	3	Personnel management	3
Introduction to restaurant management	3	INTERNSHIP	3
Elementary food preparation	3	*Elective	3
Business mathematics	3		15
Physical education activities	1		
	17		
Second Semester		**Second Semester**	
Social science	3	Human relations	3
English	3	Sales promotion	3
Accounting	3	Food and beverage management	3
Volume food management	3	INTERNSHIP	3
*Elective	3	*Elective	3
Physical education activities	1		15
	16		

In-School Laboratory: This plan differs from the work experience program in that the majority of laboratory or on-the-job training is provided within the community college. Usually this is provided through the college cafeteria where the students are actually engaged in food production and service. An advantage of this plan is that learning is controlled by the instructor. Following is an existing example of this plan.

Food Service Administration Curriculum

First Year

First Term

Communications skills	4
Social science	3
Orientation	0
*Food preparation techniques	4
Food theory	2
*Quantity laboratory	6
Equipment	2
Nutrition	3
	24

Second Term

Communications skills	4
Social science	3
*Food preparation techniques	4
Food theory	2
*Quantity laboratory	6
Nutrition	3
Chemistry	3
	25

Third Term

Communication skills	4
*Food preparation techniques	4
Food theory	2
*Quantity laboratory	6
Menu planning	2
Mathematics	3
Nutrition	3
Chemistry	3
	27

*Indicates a laboratory course

Second Year

Fourth Term

Economics	3
Health education	1
*Quantity laboratory *Catering	5
*Food standards	2
Purchasing	1
Storage and handling	3
Mathematics	2
	17

Fifth Term

Psychology	3
Health education	1
*Quantity laboratory *Catering	5
Beverage control (men) Diet theory (women)	3
Layouts and interiors	3
Record keeping	2
	17

Sixth Term

Psychology	3
*Quantity laboratory	5
*Catering	3
Administration	3
Demonstration methods	2
Record keeping	2
Personnel relations	3
	21

Credit hours for catering are given at the end of the sixth term

Combination Plan: This is a combination of the two previous plans with both cooperative work experience in the industry and in-school laboratory experience required of the students. The on-the-job or cooperative experience in some phase of the hospitality industry may be required during the school session on a part-time basis. This plan has some advantages; however, the student is limited in the amount of time in actual on-the-job training and experience in an industry environment. Following is an existing example of this plan. Note that the work experience is required during the summer between the second and third term and part-time during the fourth term. Laboratory experience is a part of those courses marked with an asterisk.

Hotel and Restaurant Curriculum

First Year

First Term

English (communications) requirement	3
Mathematics requirement	2 or 3
Accounting	3 or 4
*Elementary quantity food preparation	6
Orientation to hospitality field	1
Sanitation	½
Physical education	½
	16 or 17

Second Term

Health requirement	2
*Restaurant operation	6
Advertising and promotion	1
Practical speech	2
Restaurant accounting	1½
Front office procedures	1
Purchasing and food control	1
Physical education	½
	15

Summer work experience 2

Second Year

Third Term

American institutions requirement	3
Business law	3
*Storeroom operation or advanced food preparation	6
*Garde-manger	1
Meat analysis	1
Menu making and nutrition	1
*Hotel accounting or advanced pastry and decorating	1½ or 1
Physical education	½
	17 or 17½

Fourth Term

Business correspondence	3
Work experience (field work)	3
Hotel front office accounting and auditing (1) hotel problems (1) and housekeeping (1) or	3
*Advanced food preparation specialties	1
*Beverage service	2
Civic relations	½
Taxes, leases and insurance	2
Human relations in business	3
Physical education	½
	15 or 17

*Indicates a laboratory course

Curriculum Content

The general education courses as well as the occupational courses will differ widely in existing food and lodging curriculums. Degree requirements of community colleges, the curriculum committees of the college, and the needs of the industry reflected through the advisory committee, influence these differences. The occupational content of the curriculum should, above all, reflect the needs of the industry it serves.

Some community colleges offer one curriculum with occupational courses in both lodging and food service. This kind of curriculum gives the student a knowledge of food preparation and service and hotel-motel operation. Other community junior colleges, through the advice of the advisory committees, offer a specialized curriculum in either hotel-motel operation or restaurant operation. Naturally the specialized curriculums give more depth in one area of the industry but may limit the graduate in job opportunities.

Transfer from the Community Mid-Management Program to a Four-Year Institution

The guidelines of this publication are concerned primarily with the development of a junior college, two-year occupational program in hospitality education. However, the transfer of a junior college career-trained student should be mentioned since this is an area of concern to students, parents, advisory committee members, and administration of both the community junior college and the four-year college or university.

Pertaining to occupational education, the community junior college offers two-year occupational programs as well as certificate programs, and continuing education courses for the local hospitality industry. It should be recognized, however, that a number of students enrolled in an occupational program, at some time during the two-year course or at the completion of their program, may elect to continue their education in hotel and restaurant management or in another area of business at a university or four-year college. It is recognized that many of the courses in occupational programs do not meet the degree requirements of four-year institutions.

If, at any time during the two-year program, the student should decide to enter a four-year program, he should be advised to enroll in a university parallel or transfer program. Elective courses in hospitality education can still identify him with the hospitality industry and give him basic skills needed for part-time or even full-time employment.

After deciding to transfer it is recommended that the prospective transfer student immediately confer with admission officers and department chairmen of the receptive four-year colleges to determine prerequisites for transfer, transferable credits, point-averages for admission, and requirements for the bachelor's degree. This will give the student an opportunity to revise his program where indi-

cated and be in a better position to pursue a degree program.

Most four-year institutions require two academic years of general education. The concentration in the major is in the third and fourth year. If the student has met the general education requirements in the junior college, his baccalaureate program can be completed in the specialized area. If the student elects to go on to a four-year program after he has graduated from an occupational program in the community college, his credits will be evaluated by the admissions officer for transfer. Usually some elective credit is given; however, not all technical courses are accepted. In most cases, though, the occupational student who is accepted by a four-year institution and graduates, meeting the requirements of both the occupational course and the university, receives a much broader occupational education than the baccalaureate graduate who has not been enrolled in an occupational program.

Regardless of their occupational objective, students should be thoroughly counseled in the transfer of credits so there will be no misunderstanding at a later date.

The Statler Foundation-Sponsored Study

For several years the Statler Foundation, established under the will of the late E. M. Statler, has been interested in programs of quality for the lodging and culinary industries at the community junior college level. In 1964 the Council on Hotel, Restaurant, and Institutional Education with the support of this foundation called a meeting to explore preliminary standards for junior college programs of quality. The group represented at the meeting was composed of community college educators and of industry representatives.

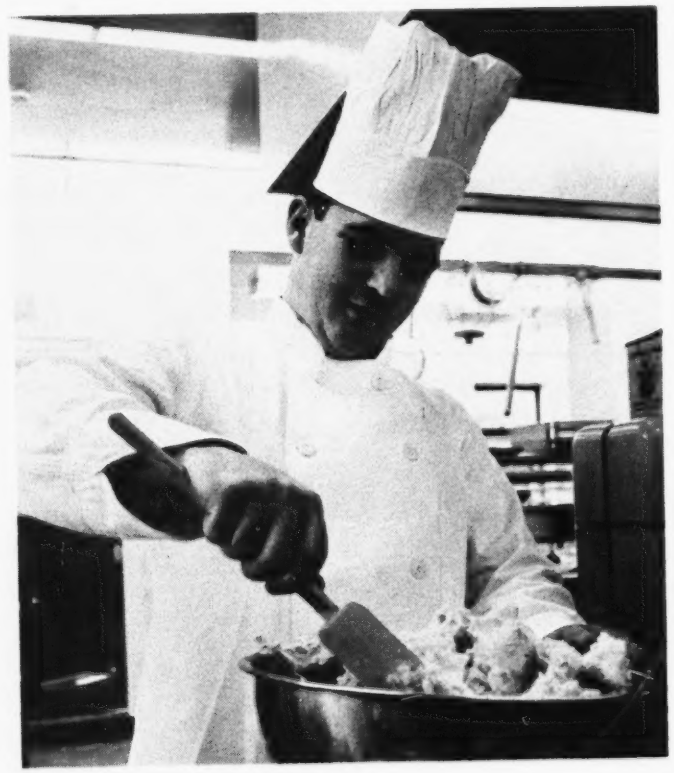
Throughout the report of this meeting the emphasis was on *quality education* for the industry at the junior college. Local industry support through the industry advisory committee was stressed.

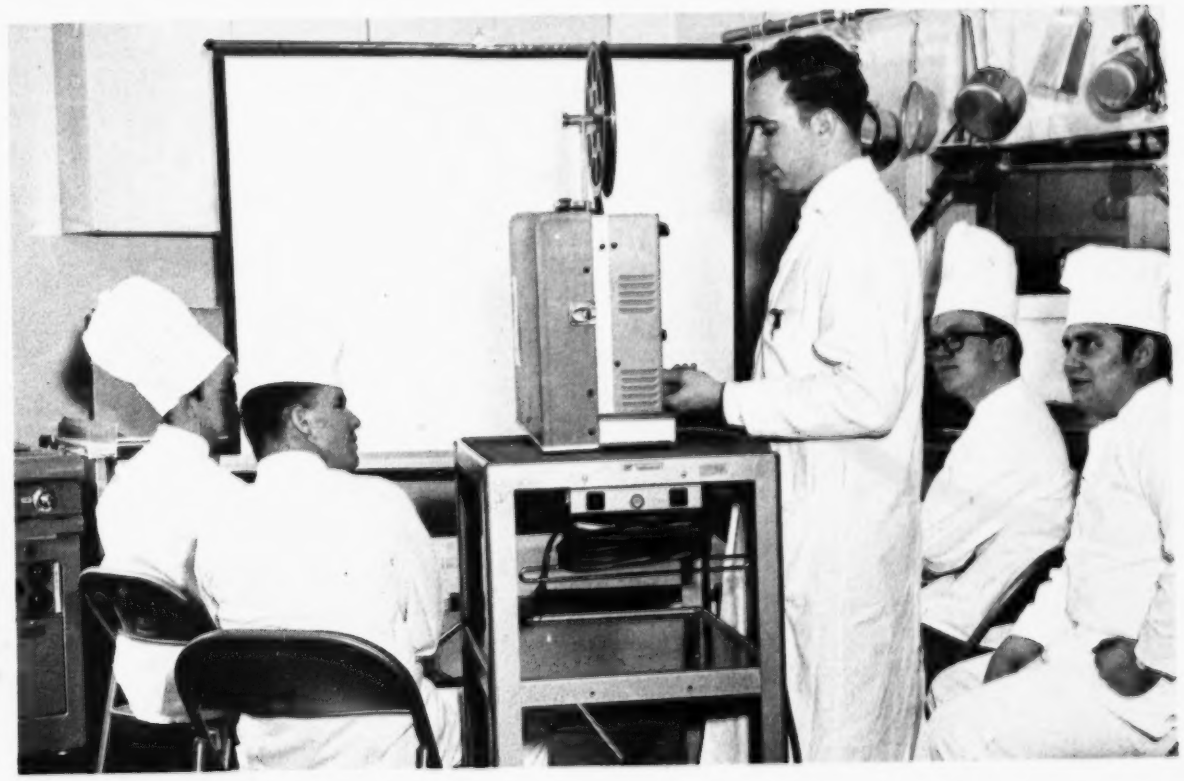
Starting with entrance requirements the committee agreed that high school graduates accepted into the program should have successfully completed the following courses in high school: three years of English, one unit of mathematics, one year of chemistry or other laboratory science, and two years of social science.

It was recommended that competency tests be given immediately upon enrollment and the students deficient in calculation or communication skills be required to take, without credit, remedial or repair courses.

The committee recognized the obligation of the junior college to prepare students for acceptance as transfers from the junior college to a four-year institution in addition to preparing them for immediate job placement. The following curriculum requirements are designed to serve the potential junior college transfer:

General	**6**	**English**
	3	**Mathematics**
	6	**Chemistry**
	6	**Economics**
	3	**Psychology**
General Business	**6**	**Accounting**
Technical	**6**	**Food production**
	9	**Management**
	6	**Applied accounting**
Electives	**3**	**Mechanical drawing**
	3	**Speech**
	3	**Bacteriology**
	6	**Language**
	3	**Mathematics**





As the committee progressed it became evident that the primary function of the community junior college in the public hospitality field is to prepare students for placement in a permanent job upon completion of a second year of study. It was agreed that the door should not be closed to potential transfer by any student but technical material should not be sacrificed to assure transferability of all the credits earned. Therefore, the curriculum should be designed for placement even though this might require an additional one or two terms at the senior institution. The committee then developed the following curriculum designed to serve the students seeking immediate placement and not transfer:

Required

3 English composition
The standard course in rhetoric and style

3 Oral English
Effective oral communication, speaking, and listening

3 Basic communication
Letter and report writing and interpretation

3 Mathematics for the industry
Simple calculation skills, ratios, percentages, proportion, graphic representation

3 Psychology for the industry
Human motivation, human relationships, and the exercise of leadership

3 Introduction to the industry
Orientation into the industry, its background and magnitude; its organization; its challenges and opportunities for service

6 Accounting for the industry
Basic accounting principles as applied in the industry; generation and interpretation of financial records; to include practice sessions

9 Food purchasing and food production
Menu planning, nutrition, food purchasing and storage; basic food preparation and production techniques; to include laboratory exercises

3 Food service operation
The five functions of management with emphasis on supervision

3 Food and labor cost control
Supervisory procedures in the control of two major items of expense

2 Merchandising for the industry
Sales promotion and methods used to obtain public recognition and good will

3 Maintenance and equipment
Care of physical property; maintenance and operation of appropriate equipment

1 Sanitation and safety
Sanitation in the industry, bacteriology, housekeeping, pest control, safety procedures and programs

3 Techniques of supervision
Analysis of training needs, developing job description, methods of instruction (JIT role-playing), methods of motivation and follow-up; to include practice sessions

3 Training methods—optional
Techniques for the development of skills in the individual and small groups; designed to aid the supervisor in his role of trainer; to include practice sessions (proposed by Messrs. Barbour, Conner, and Purchase as preferred by them to techniques of supervision)

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Electives

3 Hotel and motel operation
Principles of the organization and operation of public lodging facilities

2 Front office procedure
To include practice session

2 Housekeeping
Organization and supervision of the housekeeping department; relationship to other departments; purchase of furnishings and textiles

3 Law as related to innkeeping

3 Pastry
Advanced pastry production and specialty items; a laboratory course

3 Advanced food production
Advanced commercial food production; a laboratory course

3 Food science
Physical, chemical, and biological characteristics of food; a laboratory course

3 Food service and sales
Techniques of food and beverage service and sales; a laboratory course

2 Catering
Food sales and service for special occasion; a laboratory course

2 Beverage operation
Beverages, their sources, uses, and control, including legislation

2 Nutrition
Relationship of food consumption to the development and maintenance of health

3 Diet therapy
Diet in the treatment of diseases and special conditions

The committee suggested a minimum of 500 hours of supervised (including student reports) experience before the last term of the two-year program.

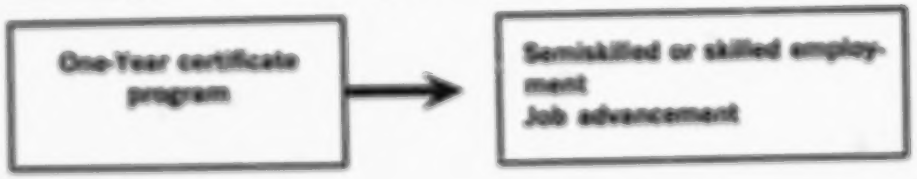
In considering facilities it was agreed that the junior college will need, besides the usual general classrooms, the following laboratories:

1. Laboratories for instruction in the basic sciences

2. Laboratories for instruction in elementary food production

3. Laboratories for instruction in quantity food production comparable in size to a commercial operation serving at least one thousand meals a day—*a la carte* and *table d'hote*, service and self-service; under suitable controls, local commercial facilities may be used for laboratory work

4. Laboratories for instruction in front office procedures and the general operation of transient hotel facilities, comparable to that which might be available in a hotel or inn of thirty or more rooms catering to transient guests and providing full hotel service; under suitable controls, local commercial facilities may be used for laboratory work.



Certificate Programs

A certificate program may be considered by some administrators and industry advisory committees in order to fill a need of the industry for specialized training. These programs are primarily occupational with one or two

courses in related fields required. A certificate program is a combination of credit courses requiring less than two years for their completion focusing on a restricted (limited) range of skills and training for specific part(s) of the industry. A certificate of competency is usually awarded upon completion of the program.

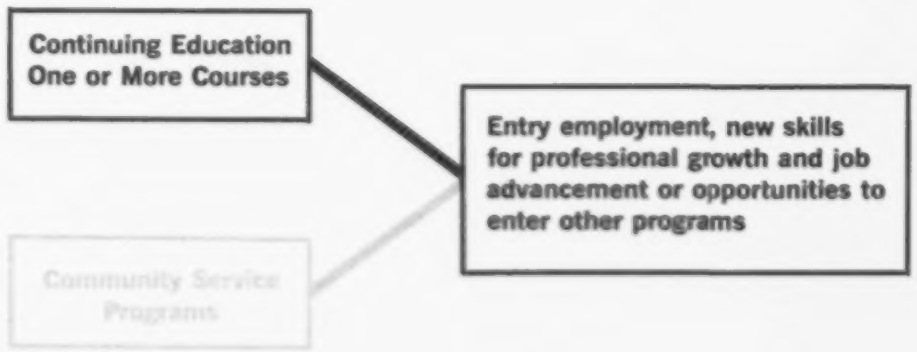
With the trend to specialization in the hospitality industry, the possibilities of the certificate program should not be overlooked. Sales promotion, baking, specialized cooking, data processing, purchasing, and fast food merchandising and operation are some areas of the industry that may be considered.

The certificate program as well as the degree program should be open-ended to allow the student to continue his education. Upon completing a certificate program a student may elect to meet the requirements of the degree program.

Following is an existing example of a certificate program. A total of thirty-seven and one-half units are needed for completion:

Baking

Major Courses		*Related Courses*	
Baking: hotel, restaurant, and retail	9	Health education	1
Baking: hotel, restaurant, and retail laboratory	18		
Sanitation	1	*Other Courses*	
Introduction to food preparation and service	2	Physical education	1½
		Electives	5
	30		6½


Continuing Education
One or More Courses
Entry employment, new skills for professional growth and job advancement or opportunities to enter other programs
Community Service Programs

Continuing Education Programs

Most community junior colleges interested in the total education needs of the industries and students they serve offer continuing education and adult occupational programs that are designed specifically for the industry needs. These courses or programs are usually noncredit and are offered periodically or as often as the industry indicates the need.

Continuing education courses or programs may be a one-day seminars, or a series of lectures or demonstrations lasting several weeks or a school term. They may be special workshops, clinics, or seminars structured to meet immediate needs of groups of individuals already employed.

A continuing education program may be designed for a particular segment of industry to retrain employees for some new technology in their job or it may equip them with new skills for professional growth and job advancement.

Some examples of these types of programs are as follows:

1. Cake decorating clinic (three hours)
2. Sales promotion seminar (two days)
3. Auditing workshop (twenty hours)
4. Management clinic (two days)
5. Chef workshop (thirty hours)

Types of programs or courses in this area are unlimited in subject or length of program pending the availability of resources and the industry needs. Essentially any occupational course in the degree or certificate program may be a continuing education opportunity for individuals interested in the subject area. The program director should not overlook the various membership groups associated with the industry as a resource for developing continuing education programs.

Occupational courses apart from the degree program should also be considered in serving industry needs. These courses can be developed from a core of occupational courses already existing in the degree programs. They may be offered on a continuing basis or once during the year as

determined by the needs of the industry; they are often accepted by the person who is interested in an entry job, but who is not necessarily interested or qualified for the general education or related instruction that are an important part of the degree program. Entrance requirements for these programs vary but are normally based primarily on interests of the prospective student and his estimated ability to succeed in the program and the industry. The length of the course may vary from 10 to 500 or more hours. The shorter courses are usually refresher courses and designed for those who have already had some experience. Following is a list of course titles that may be considered.

1. Supervised food service work
2. Foundation of quality food preparation and service
3. Basic principles of nutrition
4. Quantity cookery
5. Use and care of equipment
6. Food service accounting and recording
7. Food service organization and management
8. Quantity food service purchasing
9. Waiter-waitress training
10. Hostess training
11. Hotel-motel front office procedure
12. Hotel-motel cashiering
13. Hotel-motel auditing and posting machine operation
14. Hotel-motel switchboard operation
15. Hotel housekeeping
16. Supervisory training
17. How to train employees
18. Industry communications (oral and written)
19. Maintenance and engineering
20. Hotel-motel sales promotion
21. Human relations
22. Hotel-motel law
23. Data processing for the industry

Continuing Education
One or More Courses
Entry employment, new skills for professional growth and job advancement or opportunities to enter other programs
Community Service Programs

Community Service Programs

Community service programs refer to the opportunity of the community college to fully utilize its facilities, services, and resources in serving the hospitality industry and community. From the college standpoint it is an excellent public relations tool and helps bring about closer relationships between the community, industry, and college. By providing a classroom, meeting room, or college cafeteria one night a month for a meeting of the local hotel-motel association, the college brings industry members to the campus and gives them an opportunity to know more about the college program.

With the help or coordination of the hospitality program director or other faculty member a community courtesy program sponsored by a civic group may be another form of community service. Use of college facilities for a weekend conference or convention of industry-related groups also utilizes facilities and builds good industry relations. In the broadest sense any cooperative effort of the staff and use of facilities by the hospitality industry is a community service program.

FACILITIES PLANNING

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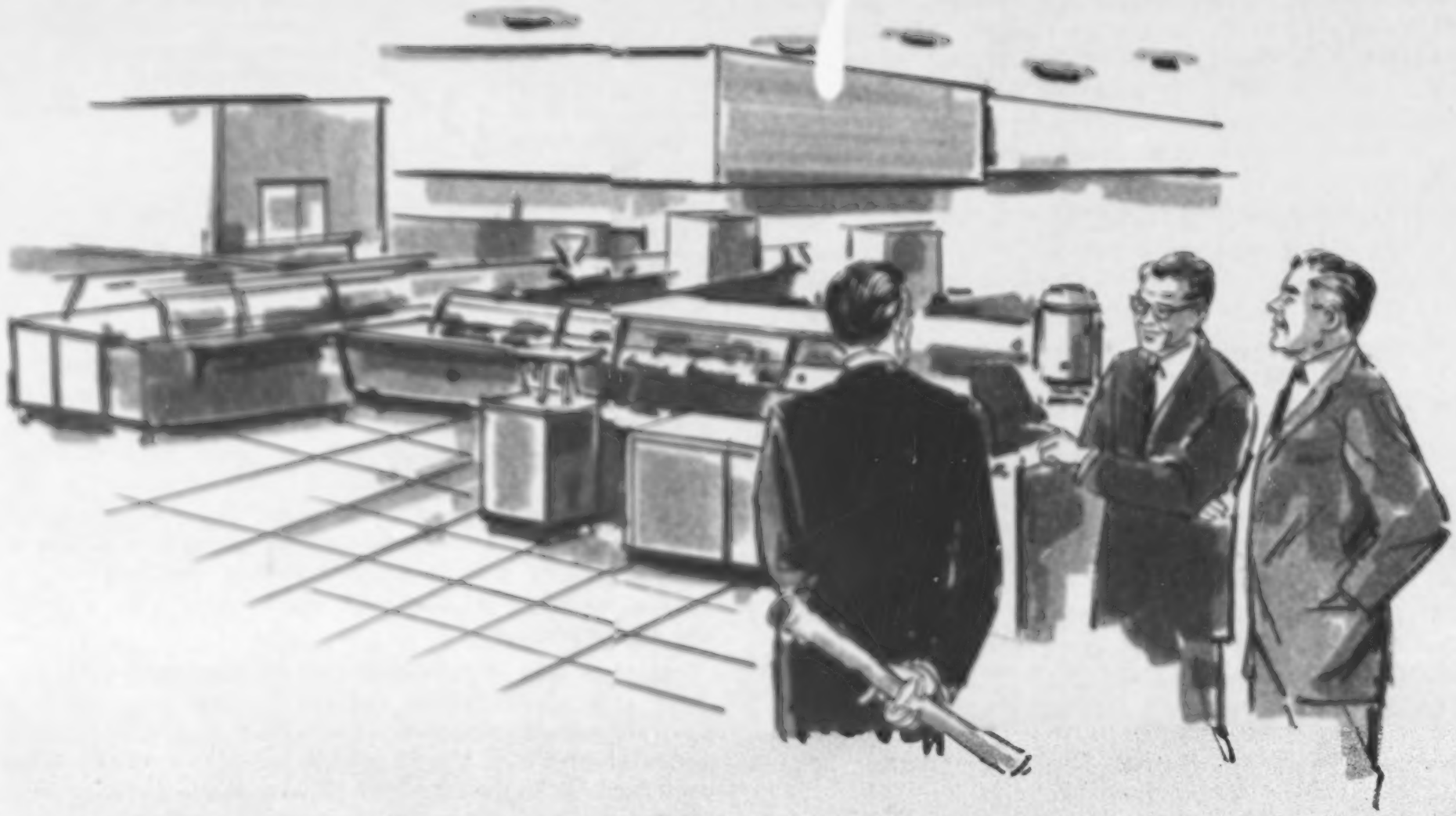

Space and facility planning should parallel curriculum planning. If the cooperative work experience type of program, as described in Section VI, is used, additional facilities other than the regular college classroom would be at a minimum. If the community college elects to use this plan, all of the practical or on-the-job training would be done in the community. Actually all hospitality facilities in the community become the community college laboratory.

On the other hand, if the community college elected to use the junior college for laboratory experience some special consideration in the initial stages in developing the program should be given to space and facilities. Several colleges have converted the conventional classroom into a front office laboratory. This laboratory includes a receptionist desk, key rack, mail rack and other facilities commonly found in a hotel or motel front office. Included in this laboratory the common types of hotel-motel auditing or posting machines are located. Knowledge about operation of these machines is an essential part of the auditing, accounting and front office operation. Likewise, telephone switchboards commonly used should also be included as a part of the front office laboratory equipment. The advisory committee could offer sound suggestions on the commercial makes of accounting machines and telephone equipment used in the industry.

There has been and perhaps will be considerable discussion among junior college educators in the hospitality industry regarding the feasibility of operating a college motel, hotel or a food service operation as a part of the hospitality education program. The City College of San Francisco, Erie County Technical Institute, and Paul Smith's Junior College have found this to be a successful venture financially and educationally. The opponents of this approach to training employees for all levels of work say that the emphasis is more on the physical operation of the training facility than on training itself.

The planning of a food production laboratory or kitchen in which students will work and receive training cannot be planned with the same dimensions as a regular kitchen. This facility *can* be the same kitchen as used in the com-

munity college cafeteria or food service department if the architects and school administration plan for this purpose initially. It should be remembered, however, the requirements for space will be greater if the kitchen serves the multiple purpose of training and food production.

The challenge is to plan for maximum efficiency and yet allow extra space for training purposes. The demand for extra space not only results from the fact that there are more people to occupy space—an instructor and students—but also because a demonstration area may be required. Extra space should be allowed for students to assemble around production units so they can see what is happening. To plan the layout adequately the architect needs to know how many are to be taught what, and where.

The layout designer should allow for as much mobility of equipment as possible. Consideration should be given to equipment testing or demonstration needs. Different types of utility services should be provided. Mobility of equipment also allows for changes in the teaching area, thus saving space. For example, a salad production unit, with some changes in equipment, could be made into a bake shop and with other equipment changes utilized as a vegetable preparation area.

Some of the newer schools have built in a demonstration auditorium with tiered seats and a demonstration area in the center. This area is usually provided with a built-in sink, but other equipment is mobile to allow for maximum use of space. The demonstration area as well as other areas of the kitchen should be provided with an overhead mirror to allow maximum viewing by students or observers taking part in the training program.

It is also desirable that a soundproof study or classroom area be provided near or adjoining the kitchen with an open window for viewing purposes. Some library or reference material may also be available in this area and it is desirable that an office for the instructor be nearby. Additional facilities in the laboratory kitchen should include a dry storage room, refrigeration, receiving dock, and dressing rooms and lockers for regular employees and students.

It is extremely important that students as well as faculty be acquainted with the trade journals in the fast growing hospitality field. Because of the many new trends the trade journals and other reference material are a necessity for good teaching and student motivation. A list of trade journals and sources of hotel, motel and restaurant bibliographies may be found in Sources of Industry Bibliographies.

THE STUDENT... FROM WHERE?

The student preparing for a professional career in the hospitality industry faces a challenging opportunity. Because of the tremendous growth of hotels, motels, food service, and institutions the opportunity for advancement is excellent. Equal opportunity for both men and women is available in most job categories.

Because of the many different types of jobs available there is an opportunity for almost every kind of personality. Generally, however, a genuine liking for people is a prerequisite, particularly if the job pertains to guest or customer contact.

The community college offering a program of hospitality education looks to many sources for prospective students. As a new program develops and becomes better known in the community and industry, enrollments will grow in all phases of the program. Following are some primary areas the junior college can investigate as sources of students for the hospitality program.

The Industry

The industry itself is a primary source for students in a community college program. Owners, managers, and employees will be interested in taking courses if they are scheduled at times when industry members can participate. This factor should be considered by the administration in scheduling courses throughout the year. Sons and daughters of the manager or owner many times have had good experience in on-the-job training but would like to enhance their previous experience through an educational program. In industry contacts the faculty member should invite family members as well as other employees to enroll in part-time courses. Ideally, managers should encourage job applicants as well as those already employed to enroll in part-time courses. Some community colleges beginning a new program have had a large percentage of their enrollment from this source.

Sometimes chain or franchise headquarters of hotel, motel, or restaurant operations are located in the area or region served by the community college. In their recruiting of personnel as well as in their in-service training, these organizations are anxious to work with local educational institutions. In some instances, local institutions offer the majority of in-service programs specifically designed for employees of that organization. This can be a major source of students and in some cases serve as a core for the program operation.

Related Industries

Another source of part-time student participation in hospitality courses has been personnel from related industries serving the hospitality industry. Mortgage officers in banks and real estate brokers located in resort areas have found survey or management courses pertaining to hospitality industry beneficial. And sales personnel associated with transportation companies, travel association executives, and purveyors and salesmen serving the industry have been benefited by enrolling in courses offered by the community college.

Trade and Professional Associations

Many trade-related professional associations emphasize professional growth and have programs of professional certification for their members. These groups are always interested in courses pertaining to their technical area or concentration and readily enroll in these kind of courses. In some cases part-time teachers are recruited from these groups and thus develop their own enrollment from their membership and business associations. A list of these national associations which have chapters in most states, metropolitan, or resort areas is included in Section XII.

State trade associations (property membership) through their education committees, as well as state or regional

hotel or restaurant foundations, are interested in helping recruit industry members as well as promoting careers in the hospitality industry. Some have developed excellent guidance materials that are available without cost as well as speakers bureaus composed of industry members who are able to represent the industry. National trade associations have an abundance of excellent guidance material. These associations should be contacted for help.

Trade associations also offer financial aid to junior college students.

High Schools Served by Community College

With respect to the mid-management degree or certificate program the primary audience is the high school graduate who is making career plans. With the development of high school programs serving the hospitality industry this source of students will become less of a problem. Graduates of high school programs who have already had an exposure to the industry will be receptive to the community college program. And students who have enrolled in high school distributive education programs have had an exposure to the marketing, distribution, and service field and would have an interest in the hospitality industry. It is recommended that faculty members develop a close relationship wth high school distributive education and diversified occupation coordinators. Through them students may be interested in the hospitality program.

High school guidance counselors are important. In several instances the hospitality advisory committee has invited area guidance personnel to dinners or meetings for the express purpose of distributing material and orienting them to the opportunities available in the field. Faculty members should contact the high schools regarding career days, college days, and other counseling activities or projects of value in student recruitment. And faculty members should take advantage of every opportunity to speak to interested student groups, high school teachers, and parents to expose them to the excellent opportunities of careers in the hospitality industry.

High School Hospitality Courses

During the past several years many of the comprehensive high schools, trade high schools, or area technical schools have added programs designed for the hotel, motel, and food service industry. These programs recruit students for an eleventh and twelfth-grade program offering them both laboratory and classroom instruction in the hospitality industry. Many are given practical on-the-job experience.

Hospitality program directors in the community college should quickly establish good relationships with high school faculty members and students enrolled in high schools served by the community college. Many of these students will be interested in the community college two-year program.

Employment Services—Labor Unions

The state employment agency or bureau of employment security is another area the program coordinator should contact. If employment counselors are familiar with education courses available, they can guide or direct their clients to available educational programs. Likewise, private employment agencies are interested in educational programs as a source of employees for their clients and refer clients to training opportunities that will help them develop potential abilities. Labor unions associated with the hotel and restaurant industry are anxious to know of training programs and often encourage their members to participate.

Community College Students Enrolled in Other Fields

Frequently when a new program is inaugurated in a community college, particularly in the area of occupational

education, students enrolled in other programs may elect to make a change. This change may be motivated by their desire to investigate other career opportunities or by their lack of interest in their present area of concentration. The hospitality education department should be aware of this possibility and create a close liaison with the community college guidance personnel. Also they should familiarize other faculty members, particularly those in occupational programs, with the area of hospitality education. Since other faculty members may know of interested students this can be an excellent source for students, particularly in the early years of the program.

Students enrolled in other curriculums may also be interested in taking one or more hospitality courses as electives giving the student an exposure to the hospitality industry. At a later date he may elect to take additional courses in the field. This approach is particularly helpful to many students located in metropolitan and resort areas since it can give them some basic information or skills that will be helpful in part-time employment to finance living expenses or for futher education while they are enrolled in a community college or senior institution.

A program in hotel-motel, restaurant, and institutional education is not or will not be offered by every community college. If neighboring community colleges do not offer this type of program, they may also be sources of students to consider.

Alumni Association

It is recognized that the community college hospitality program will not have an alumni association until it has some graduates. However, this can and should be a strong area for student recruitment. Successful graduates make interesting speakers for high school career days and because of their youth, high school students readily relate themselves to successful graduates. Alumni also have occupational contacts and can be helpful in recruiting prospective students from the industry.

As the alumni association becomes older and stronger it will undoubtedly offer financial aid to the community college program.

Community college administrators as well as the advisory committee should understand the faculty's need for time, especially at the beginning, for program planning and development as well as counseling and placing students. This means that adult and continuing education as well as one or two-year certificate or degree programs deserve equal emphasis. It is possible that part-time students in a continuing education or noncredit program will be the biggest source of students for the degree programs.

PROGRAM INFORMATION & PUBLIC RELATIONS

9

Program information and public relations for a new edu-
cational program must be an essential part of plannin and
organization. Since there are many new occupational educa-
tion programs developing in community colleges, the pro-
grams must be continually explained, promoted, and
publicized to the community and to the educational system.
Public relations and promotion is a never ending proc n of
educating and developing the favorable attitude of th e in-
dustry and the total community to win acceptance, app roval,
and support. It is extremely important that potentia hos-
pitality education students become aware of the hospi tality
education program so that they might avail themsel es of
these services. Following are some suggested metho ds of
public relations and promotion that have been succes fully
used in developing occupational programs.

Brochures

An attractive brochure is an essential information tool
that should be available to students, parents, industry mem-
bers, guidance counselors, and other persons interes ed in
the hospitality program. It should contain inform ation
dealing with the scope of the hotel and restaurant ind ustry,
the advantages of work in the industry, personal qua lifica-
tions, and career opportunities. Additionally the bro chure
should give some information concerning the nature of the
program, type of courses available and an explanation of the
curriculum. Salary ranges for various types of jobs in the
industry should also be included. If the curriculum re quires
on-the-job experience, this should be mentioned. St udent
club activities associated with the hospitality pr ogram
should be explained. Pictures of students on the job and in
the community college laboratory help describe the pro-
gram. If scholarships or other financial aid are ava ilable
through the community college or through trade as socia-
tions, refer to these opportunities. College fees, whe re re-
quired, will also be of interest to potential students.

PUBLIC INFORMATION OPPORTUNITIES

	Your Publics				
Program Information Tool	Students	Parents	Guidance Personnel	Industry	Community
Brochure	X	X	X	X	X
Special projects	X	X		X	X
Displays	X		X	X	X
College newspaper	X		X		
Local news media	X	X	X	X	X
Direct mail	X	X	X	X	X
Field trips	X			X	
Banquets	X		X	X	
Professional meetings and expositions			X	X	

Special Projects

Any number of special projects may be undertaken either by hospitality education faculty members or by students through the co-curricular club or individually. Faculty members should participate in trade association affairs and offer their technical services to interested industry members. Students through the co-curricular club may present food displays to the industry as a result of laboratory projects; serve as junior members of the local, state, and national association; conduct informal industry services in the community; and inaugurate other civic and trade association projects.

Displays

Various kinds of school or commercial displays are excellent attention-getters. Some of the possibilities are:

1. Displays in trophy cases or other display areas within the college. Students may prepare these displays as individual or group projects in connection with class activities. The displays should be changed frequently. These displays can include classroom projects, pictures of students on the job, success stories of former students, and opportunities in the hospitality industry.

2. The use of bulletin boards in the school passageways. This is also an excellent method of presenting student pictures, success stories, and co-curricular activities.

Professional Meetings and Expositions

Most trade associations and professional groups related to the industry, to student groups, or to educational groups have annual state and national meetings. Usually trade shows of expositions are held in conjunction with these meetings. The community college lodging and food service program should investigate the possibility of having a display at these meetings or expositions.

Annually the Council on Hotel, Restaurant, and Institutional Education represents schools offering hospitality programs at the annual meeting of the American Personnel and Guidance Association and makes brochures available to guidance personnel. State affiliated associations are interested in having junior colleges or industry groups represented at their meetings.

Community College Paper

Most community colleges have a periodical for publishing news items concerning curricular activities and other interesting events. Not only does this medium serve to promote the program within the college, but also within the community. The program director should be alert to opportunities for using this medium.

Local News Media

The local newspaper, radio, and television stations are usually anxious to receive news and pictures of educational program activities. If the community college has a public relations director, he should be furnished materials and information for this kind of publicity. Food editors or special feature editors of local news media should be notified of special projects.

Direct Mail

A personal letter from the president of the co-curricular club or the program director is extremely effective in communicating with the industry. The program director should use direct mail in expressing appreciation to training agencies and other members of the industry who have cooperated with the program.

Field Trips

Field trips to hotel and restaurant operations are an effective way of exposing students to the industry as well as employers and employees of the industry to students. Care should be taken by the instructor supervising the field trips to see that the students present themselves in a professional and businesslike manner.

Employer-Employee Banquets

In a mid-management program using the cooperative method of training the employer-employee banquet is usu-

ally a yearly affair. At this time an effort is made to honor and entertain employers and other community citizens who have assisted in the training of students. Advisory committee members will usually be employers. However, if not, they should also be invited to these events.

Other Activities

In addition the department head and faculty should be constantly alert to other news media or public information activities that help publicize the program. Purveyors serving the hotel and restaurant industry may have local associations or organizations that have a definite interest in hospitality education. Larger communities have numerous consumer groups that are anxious to find program material for their meetings. All of the community facilities should be utilized to the fullest in serving the program.

The advisory committee is usually a willing public relations team. Members of the advisory committee should be given ample material and information regarding the program for public relations use.

PROGRAM FUNDING

Sources of funds for instruction, operation, and capital outlay will vary from one junior college district to another as well as from one state to another. Community college administrators are referred to their state department of education, division of vocational education, for a primary source of funds. Most states have a director of vocational, technical, and adult education, who is familiar with the federal acts providing funds for occupational education programs. Since the passage of the Vocational Education Act of 1963, states have expanded their high school occupational, vocational, and technical programs to the community college level. This is a primary source of cooperative funding of occupational programs utilizing federal, state, and local education appropriations.

Occupational programs for the hospitality industry may involve funds administered through the divisions of home economics education, trade and industry education, and distributive education. Therefore, all of these vocational divisions should be considered or contacted. The nature of the program will determine the appropriate division.

Federal legislation that provides training support, technical assistance, experimental demonstration research, or funds for all three purposes should be investigated. Again, the nature and objectives of the programs as well as the state department of education's plan for vocational education will determine the appropriate federal act.

The community junior college must not overlook private funds for the development of the hospitality education program. Trade associations in the hospitality industry are enthusiastic about educational programs. Several associations have been successful in making concentrated drives to raise considerable sums for educational purposes. Equipment manufacturers, institutional food suppliers, and other commercial purveyors have shown considerable financial interest in developing hotel and restaurant programs. Usually these groups are associated with local or state trade associations; however, they may have their own association or foundation. A list of national associations with their addresses is included in Section XII. Most of these associations have state or local chapters or branches.

Regional and national chain and franchise organizations involved in the lodging and feeding industries may be a source of various types of finacial aid. Many of them make student scholarships available through their local units.

During the past several years private educational foundations have developed considerable interest in occupational, technical, and hospitality education. Some foundations have shown interest in occupational education and have funded pilot studies or programs in the hospitality area.

Community college administrators considering an occupational program should be aware that usually the instructional costs in these programs are higher than in general education programs. If the average daily attendance (A.D.A.) method is used to compute costs, instructional costs will be higher because of student-instructor contact hours in an occupational program. This is partially due to the laboratory hours required and partially due to smaller classroom and laboratory enrollments. Occupational program laboratory enrollments may be less than some classroom enrollments because of the space and specialized equipment in laboratory areas.

All the above resources should be considered by administrators and advisory committees in developing a new program. As the program grows the program administrator should be alert to opportunities of developing additional interests and financial support for the program. Several junior colleges have been very successful in having gourmet dinners and other types of civic presentations that have raised funds for scholarships and development.

PROGRAM EVALUATION

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It is essential that the community college administration provide for continuous evaluation of the operation and development of the hospitality education program. This information can be used to modify and improve the program as well as to measure and publicize the achievements of the community college and its graduates. The administration should continually evaluate the program to determine:

1. The quality of the program in terms of occupational ability, skills, knowledge, and understanding of facts and principles basic to the work to be done and the occupational attitude and interests of students who have been enrolled in any segment of the program
2. The availability of the program for all students and members of the industry who have shown interest in and ability to progress to their highest potential in the hospitality industry
3. The adequacy of the course offerings in the hospitality industry.
4. The extent to which the program provides for the needs of the students
5. The effectiveness of the teaching methods currently used
6. The efficiency of learning either through laboratory or on-the-job and classroom instruction
7. The accuracy of follow-up records of all graduates

The training of students for employment by the industry is the basic purpose of the program. The quality and quantity of graduates who enter and are successful in the industry is a primary criteria in evaluating the educational program. The industry, through the advisory committee, will be particularly interested in students or graduates who enter the industry and attribute their job satisfaction and success to their community college education.

Employers of graduates should be periodically interviewed to gain information regarding the preparation and educational background of students and graduates. Within a reasonable length of time after graduation, graduates should be asked for an objective evaluation of their educational program. Only through this means can the community college administration accurately determine their success in occupational education.

Usually program evaluation is directed by the administration of the community college. Many states provide state department of education consultants for this purpose. Regional accrediting associations also are interested in program evaluation. Universities or colleges offering programs of hotel, restaurant, and institutional management may also provide faculty members for periodic evaluation of the community college program.

Some community college faculty members feel the success of their program is determined by the number of graduates who transfer to four-year institutions. This can be an erroneous evaluation measure. Although the community college should encourage each student to continue his education in some form, the success of the occupational program should not be measured by the number who transfer to four-year institutions. If a follow-up study of graduates shows a large number are transferring, the curriculum should be revised to give the students the necessary background and a minimum loss of transfer credits or the guidance service should direct more of the occupational students into parallel or transfer programs.

Periodic evaluation of the faculty should be made in relation to their continued professional growth, their interest in the problems of the industry, and an awareness of current educational, labor, and technical problems of the industry. Through this evaluation faculty members should be encouraged to participate in professional educational associations as well as industry-related associations.

In evaluating specific courses included in the curriculum, attention should be given to the degree of deviation in students' employment, the demand for courses by part-time students and the recommendations of the advisory committee for changes in the course structure. All short courses or adult and continuing education programs should be evaluated by the faculty, students, and industry immediately after each course is completed.

ORGANIZATIONS AND ASSOCIATIONS

The Council on Hotel, Restaurant, and Institutional Education is the professional organization of the schools and colleges that give instruction to those who work or who plan to work in hotels, restaurants, and institutions generally. Its active membership is drawn from the schools—ranging from the strictly vocational trade school to the college and graduate school—that provide education and training for the mass housing and feeding industries, and from the individuals engaged or interested in such education and training. It has the generous support of The Statler Foundation, and, through sustaining members, the support and endorsement of the industries involved.

Following are some of the activities of the council:

Promotes career opportunities in the hospitality industry and distributes career guidance material

Gives counsel to prospective students and employers

Publishes a monthly newsletter

Publishes a directory of schools offering hotel-motel, restaurant, and institutional programs

Publishes a list of scholarships available to students in hospitality education

Develops and circulates curriculum material, course outlines, and bibliographies

Holds an annual conference for exchange of ideas and techniques of training in the hospitality industry

Provides loan packets of physical layouts and reference material for new schools

Promotes industry education among trade association and industry members.

The Educational Institute of the American Hotel and Motel Association was established in 1953 as a nonprofit educational program consisting primarily of home study courses. Since that time it has been accredited by the National Home Study Council, the official accrediting agency of home study schools as recognized by the United States Office of Education. Courses are offered in all aspects of the business operation of the industry and new courses are constantly being added.

Educational institute courses of the American Hotel and Motel Association are available from group study in community colleges or adult occupational programs. Most of the courses have instructor's guides which serve the purpose of assisting in the recruitment of instructors. Industry-oriented individuals, without education backgrounds, may more easily serve as instructors and, in like manner, recognized educators who are not familiar with the specific areas of the industry may teach by following the lesson plans in the guides. Through the interest of several national foundations these courses are made available for a nominal cost to students enrolled in a community college program. A catalog of the institute is available. Over thirty junior colleges are using these courses.

The National Restaurant Association recognizes the need for education in its Food Service Education Institute. This institute, which incorporates all of the association's educational activities and programs, was created in recognition of the many forces—suppliers, manufacturers, distributors, and food service operators of all kinds—that are involved in the food service industry's development and accelerated growth. The institute serves as a medium for exchange of industry and educational information, acts to stimulate research on

an industry-wide basis, and develops plans related to long-range development and accelerated growth.

The National Restaurant Association's annual convention and educational exposition is a key educational activity of the association. It brings together each May more than 60,000 food service and lodging operators with suppliers of food and equipment and representatives of allied industries throughout the United States and many foreign countries. Formal instructional programs, seminars, idea-exchanges, shop-talk sessions, and demonstrations, are major elements of the exposition.

The National Restaurant Association through its institute, provides a central source of information about food service education programs, conducts national conferences on the problems of industry manpower and education, and distributes a wide variety of materials for management, supervisory personnel, and other employees. The National Restaurant Association Educational Materials Center serves as the primary source of publications for the industry. Its catalog is distributed annually to 90,000 addressees.

The association develops programs, materials, and personnel training tools for on-the-job training and distributes them through the educational materials center. In its program of management training, the National Restaurant Association, conducts on a continuing basis, seminars and short courses on such subjects as executive development, employee recruitment and development, and increasing productivity.

The National Restaurant Association cooperates with colleges, junior colleges, and other institutions in planning, establishing, and upgrading educational and training programs for the industry. This cooperation includes distribution of field reports on representative on-going programs of schools, as well as curriculum guides and other aids. In its "Careers for Youth" program, the National Restaurant Association plans, develops, and administers a nationwide program of occupational information, aimed at publicizing and explaining career and employment opportunities in the food service industry to students and potential students at all educational levels.

The Club Managers Association of America also has an educational institute and an accrediting program for its members. The director of the Club Managers Educational Institute will gladly furnish additional information.

Under the direction of the American Culinary Federation, an organization of the professional chefs, an educational institute has been established. The primary purpose of this institute is to provide on-the-job instruction and training for those interested in a career as a professional chef.

The National Executive Housekeepers Association has an accrediting program for its members and utilizes the courses of the educational institute of the American Hotel and Motel Association as well as the community colleges and other local educational facilities.

The American Association of Junior Colleges has identified a number of outstanding hotel, motel, and restaurant educational programs and program directors across the country. By requesting assistance from the Association, interested administrators may secure a list of consultants who are qualified to offer assistance in program development. The Association also has available a complete information inventory of hospitality programs offered in junior colleges.

Trade Associations

Director
Educational Institute of
American Hotel and Motel
Association
221 West 57th Street
New York, New York 10019
OR
Director of Operations
Educational Institute of
American Hotel and Motel
Association
Kellogg Center
East Lansing, Michigan 48823

Director of Education
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Director
Educational Institute
Club Managers Association
of America
1028 Connecticut Avenue
Washington, D. C. 20036

Hotel Sales Management
Association
55 East 43rd Street
New York, New York 10017

American Home Economics
Association
1600 20th Street, N.W.
Washington, D. C. 20009

American School Food Service
Association
P. O. Box 10095
Denver, Colorado 80210

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Executive Secretary
National Association Motel-Motel
Accountants
Hotel Pierre
Fifth Avenue and 61st Street
New York, New York 10021

American Culinary Federation,
Inc.
Sheraton-Blackstone Hotel
636 South Michigan Avenue
Chicago, Illinois 60605

Executive Secretary
Hotel-Motel Greeters
International
1760 Ulster Street
Denver, Colorado 80220

Food Service Executives
Association
1028 Connecticut Avenue, N.W.
Washington, D. C. 20036

National Executive Housekeepers
Association
Business and Professional
Building
Second Avenue
Gallipolis, Ohio 45631

American Motor Hotel Association
219 V.F.W. Building
Broadway at 34th Street
Kansas City, Missouri 64108

American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

American Nurses Association
10 Columbus Circle
New York, New York 10019

Educational Associations and Governmental Agencies

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

American Vocational Association, Inc.
1025 Fifteenth Street, N.W.
Washington, D. C. 20005

Council on Hotel, Restaurant, and
Institutional Education
Statler Hall, Cornell University
Ithaca, New York 14850

U. S. Department of Labor
Washington, D. C.

Vocational Division
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C.

Sources of Industry Bibliographies

Librarian
School of Hotel Administration
Cornell University
Ithaca, New York 14850

Librarian
Alice Statler Library
City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

Educational Materials Center
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610
(Ask for *catalog of publications*)

Hospitality Industry Trade Publications

American Chef
American Institute of Chefs, Inc.
Battles Avenue and High Street
Columbus, Ohio 43215

American Hotel Journal
American Hotel Journal Publishing Co.
77 West Washington Street
Chicago, Illinois

Baker's Digest
Seibel Publishing Company
6049 West Peterson Avenue
Chicago, Illinois 60646

Bar Management
Swarts Publishing Co.
6 West 57th Street
New York, New York 10019

Canadian Hotel and Restaurant
Maclean-Hunter Publishing Co., Ltd.
481 University Avenue
Toronto 2, Ontario, Canada

Canadian Motel/Motor Hotel Magazine
Eddie Sargent Enterprises
889 Second Avenue, East
Owen Sound, Ontario, Canada

Chef Magazine
Culinary Federation, Inc.
9 West 57th Street
New York, New York 10019

Club Executive
Army Times Publishing Co.
2201 M Street, N.W.
Washington, D. C. 20037

Club Management
Commerce Publishing Co.
408 Olive Street
St. Louis, Missouri 63102

Club Operations
Golf Digest, Inc.
69 Southport Avenue
South Norwalk, Connecticut

Commercial Kitchen and Dining Room
U. S. Industrial Publications
750 Third Avenue
New York, New York 10017

Cooking for Profit
Geo Magazines, Inc.
1202 South Park Street
Madison, Wisconsin 53715

Cornell Hotel & Restaurant Administration Quarterly
School of Hotel Administration
Cornell University
Ithaca, New York 14850

Council on Hotel, Restaurant, and Institutional Education Newsletter
Statler Hall, Cornell University
Ithaca, New York 14850

Drive-In Management
Ojibway Press, Inc.
Ojibway Building
Duluth, Minnesota 55802

Drive-In Restaurant Magazine
105 West Adams Street
Chicago, Illinois 60603

Fast Food
Fast Food Service, Inc.
630 Third Avenue
New York, New York 10017

Food Executive
Food Service Executives Association
3801 Mt. Vernon Avenue
Alexandria, Virginia 22305

Food Management in Schools and Colleges
Cadle/Larned Publishing Corp.
One West Elm Street
Greenwich, Connecticut 06830

Food Service Magazine
Electrical Information Publications
2132 Fordem Avenue
Madison, Wisconsin 53701

Gourmet
Gourmet, Inc.
Hotel Plaza
768 Fifth Avenue
New York, New York 10019

Trends in the Hotel Business
Harris, Kerr, Forster & Company
420 Lexington Avenue
New York, New York 10017

Hotel Operations
Horwath & Horwath
41 East 42nd Street
New York, New York 10017

Horwath Hotel Accountant
Horwath & Horwath
41 East 42nd Street
New York, New York 10017

Hospital Management
Hospital Management, Inc.
105 West Adams Street
Chicago, Illinois 60603

Hospitality
Patterson Publishing Co.
5 South Wabash Avenue
Chicago, Illinois 60603

Hotel
New York Hotel Trades Council
AFL-CIO
707 Eighth Avenue
New York, New York 10036

Hotel and Club Voice
Hotel and Club Employees Union
305 West 44th Street
New York, New York 10036

Hotel and Restaurant News
Hotel Services, Inc.
131 Clarendon Street
Boston, Massachusetts 02116

Hotel Bulletin
Hotel Bulletin, Inc.
543 Madison Avenue
New York, New York 10022

Hotel Industry
International Geneva Association
121 West 45th Street
New York, New York 10036

Hotel Management-Review and Innkeeping
Clissold Publishing Company
105 West Adams Street
Chicago, Illinois 60603

Hotel-Motel Greeter
Hotel Greeters of America
Bell Publications
2400 Curtis Street
Denver, Colorado 80205

Bulletin and Idea Exchange
Hotel Sales Management Association
1225 Boardwalk
Atlantic City, New Jersey

Institutions Magazine
Medalist Publications, Inc.
1801 Prairie Avenue
Chicago, Illinois 60616

National Restaurant Association News
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Reconnaissance
Reconnaissance, Inc.
1801 Prairie Avenue
Chicago, Illinois 60616

Resort Management
Resort Management, Inc.
1509 Madison Avenue
P. O. Box 4168
Memphis, Tennessee 38104

Tavern Talk
Tavern Talk Publishing Company, Inc.
209 Westport Road
Kansas City, Missouri 46111

Tourist Court Journal
Tourist Court Journal Company, Inc.
306 East Adams Avenue
Temple, Texas

Volume Feeding Management
Canover-Mast Business Publications
205 East 42nd Street
New York, New York 10017

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Welch, John M. *Junior College Programs for the Hospitality Field.* Ithaca, New York: Council on Hotel, Restaurant and Institutional Education, 1962.